



## **A CRITICAL REVIEW OF THE SCHOOL BASED-CURRICULUM (SBC) IN ENGLISH TEACHING IN INDONESIA**

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**Abstract:** *In Indonesia, English has been taught for many years ago to enable the students to be able to communicate in English effectively. Unfortunately, the results of English teaching and learning at senior high schools were far expectation. Therefore, as one of the efforts by the government is to keep changing curriculum hoping that it can provide better results. School Based Curriculum (SBC) has been implemented in Indonesia in the action of perfecting the competence-based curriculum. SBC gives a school a chance to develop teaching materials based on the school potentials, students' needs and ability and the need of the society around the school. SBC also focus on the process orientation rather than product orientation. SBC also expects integration of the material to be authentic or based on the real-life situation so the students know how the language works in real life context with the purpose that students can learn English better. However, the efficiency of developing and implementing SBC in most schools are very low because the tasks those need to be dealt with are very complex and difficult and in the reality, the schools have encountered a number of challenges in the process such as lack of capabilities and skills of teachers, lack of resources and material and not there is no sufficient fund.*

**Keywords:** *Real-life context; communicative language teaching; interaction.*

**Abstrak:** Di Indonesia, bahasa Inggris telah diajarkan bertahun-tahun yang lalu agar siswa dapat berkomunikasi dalam bahasa Inggris secara efektif. Sayangnya, hasil belajar mengajar bahasa Inggris di sekolah menengah atas jauh dari harapan. Oleh karena itu, sebagai salah satu upaya yang dilakukan oleh pemerintah adalah dengan terus melakukan perubahan kurikulum dengan harapan dapat memberikan hasil yang lebih baik. Kurikulum Berbasis Sekolah (KTSP) telah diimplementasikan di Indonesia dalam rangka penyempurnaan kurikulum berbasis kompetensi. KTSP memberikan kesempatan kepada sekolah untuk mengembangkan bahan ajar berdasarkan potensi sekolah, kebutuhan dan kemampuan siswa serta kebutuhan masyarakat sekitar sekolah. SBC juga fokus pada orientasi proses daripada orientasi produk. SBC juga mengharapkan pengintegrasian materi menjadi otentik atau berdasarkan situasi kehidupan nyata sehingga siswa mengetahui bagaimana bahasa bekerja dalam konteks kehidupan nyata dengan tujuan agar siswa dapat belajar bahasa Inggris dengan lebih baik. Akan tetapi, efisiensi pengembangan dan penerapan KTSP di sebagian besar sekolah masih sangat rendah karena tugas-tugas yang harus diselesaikan sangat kompleks dan sulit dan pada kenyataannya sekolah mengalami sejumlah tantangan dalam prosesnya seperti kurangnya kemampuan, dan keterampilan guru, kurangnya sumber daya dan materi serta tidak ada dana yang cukup.

**Kata kunci :** *Konteks kehidupan nyata; pengajaran bahasa komunikatif; interaksi*

Throughout the world, rapid change is occurring in the roles and relationships, economic conditions,

mores and values, religious and political beliefs, relation between nations, ways of everyday life and

so on. In today's Globalization Era, knowledge is increasingly a commodity that moves between countries. The growth of the knowledge-based economy has led not only to competition among employers worldwide for the best brains but also among the institutions that train the best brains. Additionally, English has become an important key to be successful in various fields in the globalization era. Therefore, governments across the world have in the last few years embarked on ambitious educational reforms which will integrate English more deeply into the curriculum. English will cease to be a foreign language for many, perhaps most, as it will be considered as a 'basic skill', to be learned by everyone alongside other the 21st century skills especially 'information technology'.

In Indonesia English has been taught for many years ago to enable the students of Indonesia to be able to communicate at the international level. Unfortunately, the results of English teaching and learning at senior high schools were not satisfied. Though students have spent six years, four hours per week, on studying English, they barely know (let alone speak) English. Parents, academicians and universities were not happy with the result because when the students graduated high schools they cannot read English literature at the universities and they cannot communicate using English both written and spoken. The few who master English are those who have spent more time in English courses or studied in English departments for their tertiary education. Even fewer people have learned English while studying abroad because only the most privileged can afford that.

In the history of Indonesia's education,

national education curriculum has experienced many changes. The change is a logical consequence of the change the political system, social, cultural, economic, and science. The entire national curriculum is designed based on the same basis, the national constitution; the difference is the emphasis on basic education goals and implementation approach the changes are to as the effort to improve the quality of English teaching learning. However, still the results are not satisfying from curriculum to curriculum. This proves that the curriculum revisions and innovation are not sufficient without being accompanied with the improvement of the teachers' skills that compatible with the needs and characteristics of students, appropriate instructional materials which are very important to improve the quality of teaching learning achievement. Therefore, this report aims to analyze and give critical review of a curriculum document of the senior high school year X and its implementation of syllabus.

## **REVIEW ON CURRICULUM AND ENGLISH IN IN DONESIA**

The study of curriculum has been established for decades to participate in any forms of curriculum-related activity effectively, it is imperative that teachers acquire a basic familiarity with the principle of curriculum design and development. English curriculum provides the plan regarding the objectives, content and learning materials as well as the methods employed as guideline in conducting learning activities in order to achieve the goals of the target skills. According to Posner (2004, p. 5) "curriculum is the content, standard or objectives for which schools hold

students accountable". Additionally, he adds that the common concept of curriculum as the scope and sequence that means the clear distinction between educational ends and means, restricting the concept of curriculum to educational plans rather than including actualities. Here, we can conclude that curriculum is the guide for both instructional and evaluation decisions, it is concerned with making the general statement about language learning, language purpose, experience, evaluation and the role relationships of teachers and learners.

On the other hand, Allen (1984 as cited in Nunan 1988) defines the syllabus refers to subpart of curriculum which is concerned with a specification of what will be taught as distinct how they will be taught which a matter of methodology. From these definitions of curriculum and syllabus we can conclude that curriculum is broader term than syllabus, a syllabus is an outline of a specific course prepared by the instructor. It included the topics to be covered, their order, often and the required and suggested reading material and any other relevant information. While curriculum refers either to all of the courses offered by an educational institution or to the courses offered in a specific program.

The government of Indonesia sees the curriculum as a set of plans and the setting of objectives, content, and study ways and used as a guide providing learning activities to achieve certain goals of education, then rising with Government Regulation No. 19 in 2005, the government has lead to implement the education curriculum in the form of the level of the education curriculum, the curriculum developed by the operational and implemented in each educational

unit. Substantially, School Based Curriculum to further implement the existing regulations, namely PP No. 19/2005. Additionally, the government believes that curriculum is one of the factors that determine the success of teaching learning process. In Indonesia context, curriculum is defined as a set of plan and regulation about the purpose, content, and teaching materials and the technique which are used as orientation of the implementation in teaching learning processes to achieve certain education objectives. It involves the objectives, facilities, and evaluation of education (Ministry of Indonesian National Education 2006 about Curriculum p.46).

Since the independent day of Indonesia in 1945, English is officially stated as the first foreign language to be taught in schools and university. In line with this Braine (2005, p. p.71) points out that English is the first foreign language officially taught from junior high schools to equip Indonesians with an ability to communicate at the international level. Therefore, the government tries hard to fulfill this need, because English as communication tool has become more important for Indonesians to be competitive with other nations in this globalization era. New curriculum system is the result of education reform in Indonesia changes the way of English being taught in schools.

The English Curriculum is taught in the mainstream classroom. English is one of the compulsory subjects that taught in every school and university in Indonesia. The main focus in learning English is to be able to use it in particular context effectively as a tool of communication. Therefore, learning language is not only about linguistics but also learning how to use it in the practice based on

the contexts. This communicative competence has been considered very important in the Indonesian national curriculum to produce the qualified human resource for better future of Indonesia economically and socially. To achieve this goal, the government set the time for learning English in every school in Indonesia; 4 hours a week.

### **The prologue of School Based Curriculum in Indonesia**

With regard to curriculum innovation, Indonesia has had several changes. There are several-time changes of curriculum since its independence. Since 2006 until now, School Based Curriculum (SBC) has been implemented in Indonesia in the action of perfecting the competence-based curriculum. This curriculum is the seventh curriculum that has ever been implemented in Indonesia after 1954, 1964, 1975, 1984, 1994 curriculum and competency-based curriculum in 2004, the Competence Based Curriculum was launched by the government in order to upgrade the quality of the Indonesian education. The teaching and learning was difference from the curriculum used before 2004 but the materials used in teaching were the same. Before 2006, education in Indonesia was determined by the National Education Ministry. Now local schools' communities, of course in accordance with the national standard and guidelines and under the supervision of the local government, are responsible for designing the curriculum for their own schools. The foundations of this change are (1) UU RI No. 22/1999 that deals with regional development and (2) Central Government Regulation No. 25/2000 about the autonomic authority. SBC gives a school

a chance to develop teaching materials based on the school potentials, students' needs and ability and the need of the society around the school. In the past teachers only followed the instruction and used the material from national curriculum center, they were constrained to innovate techniques and learning materials. Furthermore, this was developed based on a number of specific competencies so that after completing a certain educational level, students are expected to master a series of competencies and apply them in later life.

This curriculum places teachers as facilitators and mediators who help students' learning process goes well by providing learning experience that enable students are responsible to make design and process, providing activities that stimulate students; curiosity and help them express ideas, think productively, and finally monitor, evaluate and indicate whether the students have succeeded in learning, thus the main attention is on the students learning not on discipline or teachers. In implementing this syllabus teachers have to prepare those materials by themselves by considering that those materials should suit the syllabus. In other words, it is the way giving more authority and responsibility for school to develop the curriculum based on the potentiality, interest and the need of each environment particularly. As suggested by Hall and Hord (2001) about the importance of using the individual schools as the unit of analysis when establishing guiding coalitions. The autonomy in curriculum development and the learning is the potentiality for schools to improve the schools staff' and teachers' performance, offer related group to participate, and raise the community's

comprehension toward education especially curriculum.

### **The organizing principle of SBC**

The curriculum conceptualizes the language as a means of communication. The curriculum provide here contains four language skills to be applied in students' real lives accurately, fluently, appropriately, effectively and also confidently. Therefore, the students need to understand how language system works in the real live situation, because in the reality different context, purpose, interlocutor demands different use of language both in spoken and written forms whether it is formal or not formal. Indeed, in the reality language can vary depends on the situation or context therefore students have to aware about this fact. From the standard competencies provided in this curriculum to make the students able to use English in use it means focus on the functional language. Therefore, it is emphasized the students to have the ability to use various of language use to fit the context such as language for literary response and language for the social interaction. Additionally, the grammar is also one of the important aspect of language therefore this curriculum also insists on teaching grammar but in a meaningful way that mean grammar have to be taught in accordance to its functions.

### **The theoretical approach of language of SBC**

The competences of the syllabus of this curriculum are discourse competence, social cultural, linguistic competence, and strategic competence. The standard competence of this syllabus are including four skills; listening, speaking, reading and writing. In listening, the students are expected to be able to understand the meanings in formal/informal transactional and

interpersonal conversation in the context of daily live activities. In speaking part the learners are expected to be able to respond and express the meaning of the transactional dialogues. The indicators are how to do the respond correctly based on the context provided such as greeting offering and so on. Additionally, for reading basic competence the students are required to understand and able respond the meaning of functional short message such as announcement, direction, narrative and also recount text. Finally, the standard competence for the writing, the students are required to be able to express the meaning from short functional written text and monologue text/ short and simple essay accurately, briefly and acceptably in the form of *recount*, *narrative* and *procedure* in daily live contexts and recently popular knowledge. In all standard competencies the grammatical point is also introduced to the students in meaningful ways.

The syllabus provides specific types of genre or text types which are used for different purposes with difference audience in real-life context that need to be taught. In line with this, Derewianka (2003) points out that genre-based approach in language teaching is characterized by those aspects of language that focus on text, purpose, meaning, context, and culture. She explains that rather that dealing with discrete stretch of a text, the approach put the emphasis on the creation of meaning at the level of the whole text. Genres enable people within a particular culture to achieve the aim of communication. Derewianka (1992, as cited in Lingzhu 2009) also points out that genre as the schematic structure of a text which helps it to achieve its purpose. Texts differ in terms of their

purposes and different cultures achieve their purposes through language in different ways. Texts also differ according to particular situation in which they are being used.

From the standard competencies of this syllabus we can see that various genres are provided in several types of texts and students are expected to be able to identify the different purposes from different texts and to be able to respond the different meaning from each text such as narrative, recount, and procedure. From the standard competencies we also can see that the language being conceptualized in the syllabus follows Swain's model of language competence, which integrates linguistics, sociocultural, discourse and strategic competence. Particularly it follows the systemic functional grammar and genre-based approach. Here the curriculum shows that a language is used as a means of communication and a system of making meaning according to contexts and cultures. Here the curriculum put the language and culture as something intertwined and cannot be separated each other.

### **The theory of learning underpins SBC**

SBC expects the teaching learning process to be learner centeredness. Nunan (2001, p. 27) states that the concept of learners-centeredness has been invoked with increasing frequency in recent years and learners centered classrooms are those in which learners are actively involved in their own learning process. Additionally, SBC also focus on the process orientation rather than product orientation. SBC also expects integration of the material to be authentic or based on the real life situation so the students know how the language works in real life

context. Furthermore, in teaching learning process interaction or negotiation for meaning has to be included, which means encouraging students' active involvement in leaning process both with teachers and their peer. In order to fulfill this expectation has led the curriculum to incorporate communicative and grammatical approach in language learning. Here, the SBC sees that students not only have to listen or see the input from teachers but also can negotiate for meaning trough interaction and also given the time to produce as much as output they can.

The theory of language learning of this curriculum is based on the Input Interaction Output (IIO) model. According to Block (2003) this model is the most comprehensive model in the history of SLA which explains about the language learning. It is consist of the combination cognitive, input or integrationist and also output theory of language learning. Cognitivists believe that L2 acquisition as a process like learning other things in the world, starting from controlled construction to automatic construction of language (Cook 1993, p. 265). They view second language learning as one instantiation of learning among many others, and believe that we can understand the SLA process better understanding how the human brain process and learns new information. Cognitive approach believes that the focus of teaching is on learning itself. This process is enhanced when learners learn language in meaningful situations.

Furthermore, interactionists believe that a language is a rule-governed cultural activity which is learned in interaction with others. This view based on the Vygostsky, a psychologist and social

constructivist. According to him (Galloway, C & Richard, B.J) social interaction plays an important role in the learning process and proposed the Zone of Proximal Development (ZPD), where learners construct the new language through socially mediated interaction. Additionally, some researches find that comprehensible input alone is not enough for SLA development. The basis question is how can students develop and learn a language if they do not have chances to produce it both orally and Witten. This has led researchers put the output is also crucial in SLA which is based on the Swain output Hypothesis (1985). However, Gass (as cited in Block 2003) believes that it is not useful to compare the value of each view but she suggests seeing how these different researches can relate each other for complete way of seeing language. Thus, she suggests the IIO model which is believed as the most comprehensive model which explains the role of input, interaction and output in SLA development. This contributes to the teaching learning process; the good teaching learning processes not only provide the input but also output by using interaction or negotiation of meaning called communicative language learning and SBC is under this theory of language learning.

### **Assessment Instrument within the Curriculum**

In SBC, assessment of students is expected to be continuous and ongoing or formative, not just final or summative as the national examination. It is clear from the definition of assessment: “a series of activities in order to obtain, analyze, and interpret data on students' learning processes and learning results, which are done in a systematic and sustainable manner so as to become meaningful

information in decision-making” (Sugiharto, 2009). To get the optimum results, it requires such techniques as observation, project work, performance assessment, portfolio and self-assessment. Besides, based on in SBC, the life skills education which includes academic, social and vocational skills is of importance. In addition, in SBC teachers are actually given autonomy to assess their students by taking students' whole performance during their school period into account, as it is clear that a teacher is the one who exactly knows every single development made by a particular student during his or her study at school as it is mandated by law article 58/1 UU No. 20/2003 about National Education System. When teachers are given authority to determine whether a student can move to the next level school or not, she should consider ‘the students' multiple intelligence’ during their school period. So, it is expected that a teacher should put a student's musical intelligence, kinesthetic intelligence, interpersonal intelligence (among others) in an equal line with student's mathematic and linguistic intelligence when s/he makes a decision whether a student can leave the school.

### **The influences of the External Factors on SBC**

As mentioned in the introduction of this report, the external might influence the reformation of this new curriculum. Indeed, we can avoid the changes that brought by globalization, as teachers what we can do is to maximize the benefits of it and minimize the challenges presented by globalization. Communication and information sharing are rapidly changed as the technology is improved. Therefore, designing the national education system

has to work put to accomplish the needs to face the globalization needs. Bloom (2004) states that in facing globalization era education is more important to make the tasks of globalization become easier, because education both raises people' productivity and provide foundation for rapid technology. Spring (2007, p. 1) also states, "Currently global current education policy is centered on economic growth and preparation of workers for the world's labor market." Furthermore, Kostogriz (2010) argues that the impact that English makes on the lives of so many people worldwide and, in turn, on the curriculum design most of nation-states is now dramatic. It redefines national and cultural identities, shift political fault-lines, and creates new global patterns of wealth and social exclusion. Almost everywhere, education systems are in a state of rapid change and literacy in English literacy has become a key requirement for industrializing and urbanizing economies.

Therefore, the need of the English for communication has become more important for Indonesia to be competitive with other nations. New curriculum is the result of education reform in Indonesia to improve English mastery for every student in Indonesia. National education should be able to ensure equality of education opportunities, improving quality and relevance and efficiency of education management. Improvement of the quality of education is directed to improve the quality of Indonesian human that have the competitiveness in facing global challenges. Increasing the relevance of education is intended to produce graduates with the appropriate charges based on the needs of potential natural resources of Indonesia. Increasing

the efficiency of education management is done through the implementation of school-based management and management of education is planned, effective and sustainable.

#### **REVIEW ON OBSTACLES FACED IN THE IMPLEMENTATION OF SBC IN INDONESIA**

School-based curriculum is seen as the important strategy to facilitate educational reforms and is spread in many countries, especially in Asia. It demands teachers to be more independent and creative to choose and design material based on national standard requirements in order to achieve good results. Teachers are free to find the resources for teaching activities and they are allowed to develop their own material to be used in classrooms. It is also aimed at creating creative and innovative educational environment. Therefore, this curriculum seems to be very promising to produce good quality of language teaching. However, the efficiency of developing and implementing SBC in most schools are very low because the tasks those need to be dealt with are very complex and difficult and in the reality, the implementation of school-based curriculum is not easy as many people thought, the schools have encountered a number of challenges in the process.

#### **Lack of capabilities and skills of teachers**

Very often, there were few teachers who fully understand what they have to do to develop the curriculum demands in their teaching learning process. Some of them might not have the professional knowledge and skills in implementing the syllabus of the school-based curriculum. For example, the teachers are not creative in selecting and developing appropriate materials for the



teaching and the teachers still used teachers centered in delivering materials. According to Print (1993, p.81) “one of the problems emerging from curriculum development in school today is that too few teachers understand what they are doing in term of curriculum development.” This fact might bring the failure of reaching the goals of the curriculum because the curriculum alone is not enough to develop an innovative syllabus without the knowledge and the skills of the teachers. Therefore, teachers should have knowledge and skills which are required to develop an innovative language teaching.

Moreover, the Indonesian teachers had been accustomed to using the instant curriculum developed by the central authority and are not ready to apply this new curriculum. So, as soon as this task come down, teachers find many problems and most of them use the shortcut by using the strategy of “copy-paste” when they implement this curriculum, they just take some of the materials used somewhere else and take them for granted to be applied in their language teaching classrooms, because they are confused of the changes of the curriculum and sometimes the materials used are not appropriate with the students context. Hence, they do not where they are, what to do and how to apply the new curriculum in the classrooms, as the result they tend to reject the curriculum they cannot readily apply.

Due to the frequencies changes of the curriculum in Indonesia but still there was no real good result, the other problem caused is; some of the teachers might not agree or lack of interest with the use of the school-based curriculum then they will not be willing to change their mind- set until they see a good result of the SBC. The implementation

of SBC which has a great purpose in making the teaching learning process more interesting and contextual seems to be useless. Some of the teachers might think that the best way to teach English is by using the method they usually use; teacher-centered method. The recent survey shows that majority of Indonesian teachers do not change their ways of teaching.

Indeed, teachers are perceived as one of the key factors in the success of education. The improvement of knowledge and skills of professional teachers becomes important for the government to provide programs in the field of education. Top-down types of in-service teacher training has traditionally been employed as the main strategy to improve teachers’ professional skills. However, the assessment of the impacts of in-service teacher training programs showed an increase in the competencies of teachers’ professionalism but failed in changing the quality of the learning process in schools. After coming back from in-service training, teachers are teaching in their conventional ways. The influencing factor is the unavailability to enable conditions in schools that encourage teachers to consistently do innovations in their learning.

#### **Lack of Resources and Material**

Lack of appropriate material is also become the challenge in applying SBC. Therefore, most of the teachers only use the textbook that already completed with the syllabus. Teachers use the textbooks as their syllabus guidelines in the day to day planning of lessons, most evidently with respect to which language to introduce but also by extension with respect to what information to give pupils”. In the field, the teachers only have the

textbook as the materials for teaching for teaching; even though it is necessary but it is not sufficient. Teachers might need some other supporting materials to enhance the students learning such as some online articles or news for which can be easily accessed by using internet.

In SBC the teachers are asked to prepare their own material that suits the needs of the students. However, in the field there are no sufficient facilities or media that can be used by teachers to search the materials that are up to date such as internet and computers and the fact that not every school in Indonesia has this kind of facilities and media. Some of schools might have lack of the resources to be used to help teachers find the appropriate materials to be taught in the classrooms. For example, in listening; this is one of the skills tested the Indonesian national examination which is the most challenged, because the schools cannot provide the facilities and appropriate materials to support listening teaching learning process especially the schools in the rural areas. Consequently, it will not be fair the students who are in the schools with the insufficient facilities because they have lack if practice of listening but have to face the same questions in the Indonesian national examination with the students who have complete facilities in their schools.

### **Funds**

Last but not least, the problem faced in implementing this SBC is that the limitation of the fund provided by the government to support its implementation. In line with this Armstrong (2003, p.88) points out that education needs complete for funds with the need of many other government

supported activities and programs. Here, one way to improve the education is by running the curriculum well, and it needs a lot of funds. In fact, some schools in rural areas in Indonesia do not even have the electricity let alone the other sophisticated facilities such as computers or internet as the resources to help teachers find the appropriate materials for their students or use computer and internet as the tools to make students become more enthusiasms in learning which can ease in implementing the development of innovative curriculum. Therefore, without having enough funds it is difficult to develop an innovative curriculum is the schools.

Finally, it is obvious that schools condition is significantly different from one place to another place in a big multicultural country like Indonesia. For example, schools in Aceh in countryside are different from schools in urban areas. The difference can be from the school facilities, students interests and teachers background, and cultural values needed. Therefore, it is difficult to determine standard quality of education in overall because what and how the learning process takes places and the result are different. But the exertion to decline inequality and quality amongst schools is determined directly by teachers in the way they design curriculum.

### **CONCLUSION**

Changing the curriculum in language teaching is one of the efforts of Indonesian government to improve the quality of Indonesian education. It can be seen there has been seven curriculums applied in language teaching in the last 50 years. The most recent curriculum is called School Based

Curriculum which aims to give the authority to the schools to be independent, active and innovative in applying the syllabus in classrooms. However, the process of reformation is still challenging because not all of the schools in Indonesia are ready to adopt this innovative curriculum. Several factors have mainly influence this condition. Firstly, many teachers in Indonesia are not familiar with the new regulation of SBC; therefore, they do not what to do when teaching English to fulfill the demand of the curriculum. As for the recent teachers, the government has to provide more trainings and workshops in order to assist them to develop their ability in teaching and also their comprehension about the curriculum used.

The second factor is that the schools suffer the lack of materials and resources to assist the teachers to achieve the goal of the curriculum and education programs. Relating to this, I propose that the schools provide more textbooks and other resources such as listening cassettes, learning videos, audio and visual tools and other resources needed in teaching learning. Moreover, the teachers also have to try to find out the proper and suitable materials from any available sources. The teachers may search the materials from the internet because there are many sites have provided such materials and many of them are free for download. Moreover, the government has also provided a specific site named pustekkom depdiknas ([pustekkom.depdiknas.go.id](http://pustekkom.depdiknas.go.id)) in order to help those who work in education field. The next obstacle is the lack of fund in most of the schools especially for those in rural areas, which is due to budget planning from the government do not reach all schools completely. Therefore, the government has to provide an equal budget for all

schools. However, I insist that the government be more sensitive to the schools which are in rural areas because these schools need more assistance than the developing schools in big cities.

It is hopefully in the future that the government can help the schools to find new ways of understanding and relating to profound changes in national educational policies and structures, in the culture of the modern society. Because Building up each school's capability to respond creatively to the challenges and to play its part in these larger movements is increasingly being recognized as a necessary condition for the growth and reform of schooling. Support from government, colleagues and headmaster's attention and teachers will be the important factors in order to succeed the implementation of the innovation of curriculum in each school.

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